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ABSTRACT

This paper describes a new program in the Western provinces of China (Guangxi, Guizhou, Yunnan, Gansu, Ningxia, Qinghai, Xinjiang, Tibet, and Inner Mongolia) that is designed to integrate 20,000 children with low-vision into general education classrooms. The Golden Key Research Center of Education for Visually Impaired has been working with the Chinese government since 1990 to implement the program in the East and Northeast China. The first Golden Key Program in the Western provinces is being implemented in Guangxi and includes the following objectives: (1) to enable 1,614 children with visual impairments to receive integrated education and raise the school enrollment rate of Guangxi Autonomous Region to above 90 percent; (2) to provide training for teachers and administrative personnel in order to lay a sound foundation for future study; and (3) to build up instructive and administrative networks. In 1996, 759 children with visual impairments were admitted to school. Barriers to integration include the shortage of professional knowledge among government officials and school teachers, who still regard integration as very difficult. The evaluation timetable for the program is discussed and the evaluation standards and scales are attached. (CR)

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Golden Key Program

Common Education for Visually Impaired Children in Western China

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The western provinces (autonomous regions) of China, i.e., Guangxi, Guizhou, Yunnan, Gansu, Ningxia, Qinghai, Xinjiang, Tibet and Inner Mongolia, cover an area about half of the nation's total and host about 1/5 of the population, including most of the 55 minority nationalities. Economy and education in these regions remain underdeveloped due to the rigid natural conditions like bitter coldness, drought, mountains and deserts. There are about 20,000 low sighted children 7 - 15 in the above 9 regions, however, according to the statistics of the Financial Dept of State Educational Commission(SEC), only 497 children had been admitted to school by the end of 1994. It is a really severe situation there.

The limited social and personal resources in the above regions hinder a rapid development of education for the visually impaired children. Whereas, education is the only way out for those children to make a living on their own. In the spirit of Salamanca Manifesto, we initiate the Golden Key Program to pave the way for All-Acceptance Schools, to help the needy for a stable society as well as to strengthen the ethic consciousness among all the children through activities assisting the disabled. The program, spanning 10 years (1996-2005) and based on cooperation with local government, aims at realizing universal admittance for the low sighted children to schools and providing them with necessary special education.

Guangxi Zhuang Autonomous Region is located in Southwest part of China. It has an area of 236,700 Square Kilometers and a population of 44.38 million. It is underdeveloped due to its mountainous areas, less cultivated land and poor transportation.

The Guangxi Golden Key Project started in 1996 and will finish by 1998. The Objectives are:

1. To enable the 1614 visually impaired children receive integrated education, and raise the enrollment rate of Guangxi Autonomous Region to above 90%.
2. To provide training for teachers and administrative personnel, so as to lay a sound foundation for future study.
3. Based on the Resource Center, build up instructive and administrative network in provincial and local levels.

The Inner Mongolia Golden Key Project will start in 1998 and finish in 2001. Inner Mongolia covers an area of 1,180,000 Square Kilometers and a population of 23 million. The population density is only about 1/10 of Guangxi. It has

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deserts, prairie, deep forest, wasteland, flatlands, highlands and other natural conditions.

The experience from Inner Mongolia and Guangxi Autonomous Region will be applicable to the large areas in the Southwest, Northwest, and Northeast of China.

The Basic Appraisal on the Integrated Education for the Visually Impaired Children in China

Xu Bailun

China adopted the Compulsory Education Policy in 1984. In 1994, the Protection Policy for the Disabled and the Education Regulations for the Disabled were passed through, which legally guaranteed the education opportunity for the visually impaired children.

Under such background, we thought the best way to upgrade the education for the visually impaired is through cooperation with the government . So, we formulated the Golden Key Program. The Program, spanning ten years (1996-2005), aimed at realizing universal admittance for the 20,000 visually impaired children to school in the nine underdeveloped western provinces, namely , Guangxi, Guizhou, Yunnan, Gansu, Ningxia, Qinghai, Xinjiang, Tibet and Inner-Mongolia.

In 1995, the Golden Key Research Center of Education for Visually Impaired signed an agreement first with Guangxi Education Commission to jointly fulfill the program. The Golden Key Research Center of Education for Visually Impaired will be responsible for general planning as well as providing professional guidance, raising funds for teacher training, providing study utensils and sponsorship, etc. The Guangxi Education Commission will be responsible for the implementation and the administration.

In 1996, 759 visually impaired children were admitted to school. In 1997, 786 children will be able to go to school. By 1998, the enrollment rate for the visually impaired children in Guangxi province will be above 96%.

Starting from 1987, we put forward the Golden Key Project and explored the way of integrated education for the visually impaired children in East and Northeast of China. With the affirmation of the government in 1990, the project started to be carried out in the whole country, and named " classroom integration ".

However, the progress is not very satisfactory. According to statistics of the National Educational Commission, up to 1996, there were about 7535 visually impaired children in the country, and only 3378 were admitted to normal school, which make up only 45% of the total.

One of the main reason for this is due to the shortage of professional knowledge. Many government officials and school teachers still regard it as a very difficult thing for visually impaired children to study in the same class with the normal children.

As a NGO, we can not provide the compulsory education as the government organizations do. Therefore, the objectives of the Golden Key Program is to help the government and raise the school enrollment as well as to lay a foundation for future study in two years.

The two years will be divided into three stages. In every stage, we draw up clear evaluation standards in the following seven areas:

Basic File
Instructive Teachers
Teaching Environment
Psychic-Rehabilitation
Social Adaptability
Study Ability
Parent Involvement.

There are about 70,000--80,000 visually impaired children aged 7-15 in China, which account for 0.006%--0.007% of the total population. It is much lower than the average international level. Besides, most of them are distributed among the impoverished families in the underdeveloped regions, where the level of administration and teaching are both relatively low. We hope through the three stage evaluation, the administrators, schools masters, teachers, as well as the students themselves and their parents will get a much clearer and better understanding.

The preliminary evaluation will be done two months after the enrollment. In this stage, related personnel are requested **to have a basic understanding** of the special education for the visually impaired.

The second evaluation will be carried out one year after enrollment. In this stage, related personnel begin **to get familiar with** education for the visually impaired.

The final evaluation will be done two years after enrollment. Related personnel are requested to be able **to master** the special educaiton for the visually impaired.

The following table gives the detailed evaluation standards and scales.

In November 1996, the Guangxi Education Commission did the preliminary evaluation on the 759 enrolled students. In Dec. 1996, the Golden Key Research Center of Education for the Visually Impaired and the Guangxi Education Commission jointly evaluated some schools. The result shows that the evaluation standards and scales generally included the main areas of the classroom integration of the visually impaired pupils. It is brief, practical and set a clear objective for people who are not familiar with the special education. It has very good guidance and push the work forward.

In May 1997, well-known international specialists are invited to Guangxi for an on the spot investigation. It is concluded after the investigation that the Golden Key Program carried out in Guangxi is satisfactory, which proves that the guiding ideology of the Golden Key Program is correct, and suits the practical situation of the underdeveloped regions.

The Appraisal Standards and Scales for the Blind Students in Guangxi

Serial No.	1st Stage Appraisal Index	2nd Stage Appraisal Index	Judgment			
			Excellent	Good	Pass	Poor
1	Basic Files	Teaching Plan	has individual plan clear objectives concrete content effective measures	has individual plan clear objectives concrete content some measures	has individual plan has objectives basic content	Teaching plan not concrete ineffective
		Students Handbook	Fully filled Correct and precise comments	Mostly filled Generally correct comments	Not fully filled Vague comments	Unfilled
2	Teachers	Itinerant Guidance	Give timely guidance Frequent exchange experience	Has some guidance Could exchange experience	Has some guidance Lack of exchange	No guidance No exchange
		Braille Application	Carefully written assignment Correct use of grammar and skillful math operation	Carefully written assignment Correct use of grammar and math operation	Know the requirement Incorrect use of grammar and math operation	Do not know the requirement
		Love teaching	Has teaching plan Show peculiarity Equal amount of assignment as sighted Frequent direct correction	Has teaching plan Show peculiarity Equal amount of assignment as sighted Direct correction	Has teaching plan Show peculiarity Equal amount of assignment as sighted Sometimes direct correction	Has teaching plan Show peculiarity Equal amount of assignment Frequent correction
		Consider Blind & Sighted	Attention to integral education Adequate care for the Blind Show superiority complement Full attention to object teaching Self-made teaching equipment	Attention to integral education Some care for the Blind Show superiority complement Attention to object teaching Self-made teaching equipment	Attention to integral education More or less care for the Blind Some attention to object teaching	Lack of attention to integral education Lack of attention for the Blind
3	Teaching condition	Assisting the blind	Good atmosphere to assist the blind Frequently help in study and daily life available	Atmosphere to assist the blind Help in study and daily life available	Atmosphere to assist the blind Some help in study and daily life	Not formed atmosphere to help the blind
		Safe Protection	Safe walk in usual activity areas No fixed or temporary obstacle	No fixed or temporary obstacle in usual activity areas.	Safe walk from classroom-toilet-playground No fixed or temporary obstacle	Lack of safe protection for the blind

4	Psychic-rehabilitation	Optimistic	Enjoy doing things of himself Enjoy public activity Good relation with classmates Enjoy helping others	Willing to do things of himself Willing to do public activities Good relation with classmates Willing to offer help	Could do things of himself Like to do public activities Good relation with classmates	unwilling to do public activities Poor relation with classmates
		Desirous of study	Very diligent Try hard to over-come difficulties Very attentive in class Respond actively Finish homework carefully and timely	Try to overcome difficulties Attentive in class Respond actively Finish homework timely	Could overcome difficulties Attentive in class Respond actively Could finish homework	Not attentive in class Can not finish homework
5	Social Adapt-ability	Observe disciplines	Conscientious obey school rules Familiar and conform to "Student behavior regulation"	Observe school disciplines Know and follow "Student behavior regulation"	Could obey school rules Know "Student behavior regulation"	Do not observe school disciplines
		Group Activity	Enjoy participating class activities Good contacts with teachers & students Freely contacts with strangers	Participating class activities Could keep contacts with teachers & students Natural contacts with strangers	Participating class activities Some contacts with teachers & students Reserved with strangers	Seldom participating class activities Can not handle contacts with teachers & students
		Getting along with people	Correct use of courtesy terms Could correctly stand, sit, nod, shake hand, bow.	Could use courtesy terms Could stand, sit, nod, shake hand, bow.	Sometimes use courtesy terms Could correctly stand and sit but not correctly nod, shake hand, bow.	Can not use courtesy terms Can not stand and sit correctly
6	Study Ability	Braille Touching	Skillfully handle 55 Braille and basic math marks Correct use of Chinese Pinyin Correct posture Speed: 55 syllable per minute	Skillfully handle 55 Braille and basic math marks Correct use of Chinese Pinyin Correct posture Speed: 45-55 syllable per minute	Could handle 55 Braille and basic math marks Not many errors in using Chinese Pinyin Correct posture Speed: 35-44 syllable per minute	Could handle 55 Braille and basic math marks Incorrect use of Chinese Pinyin Incorrect posture Speed: less than 35 syllable per minute
		Braille Writing	Could correctly write the learned words Correct posture Skillful in fixing and moving slates Speed:50 per min.	Could correctly write the learned Correct posture Skillful in fixing and moving slates Speed:45-54 per min.	Could write the learned words Correct posture Could fix and move slates Speed: 30-39 per min	Could write Correct posture Incorrect in fixing and moving slates Speed: less than 30 per min

		Assignment	Could finish the same amount of homework as the sighted Could handle syllable and math operation Average score higher than 80	Could finish the in-class homework Generally correct in syllable and math operation Average score higher than 70-79	Could finish most of the in-class homework Not very correct in syllable and math operation Average score 60-69	Could finish some of the in-class homework incorrect in syllable and math operation Fail in the exam
		Exam-inations	Without lowering standards and requirements, score above 80	Without lowering standards and requirements, score 70-79	Without lowering standards and requirements, score 60-69	Without lowering requirements, fail in the exam.
		Directional walk	Generally handle directional walk Safe walk in school	Generally handle directional walk Could slowly walk in school	Guided walk Could coordinate skillfully in walking	Guided walk Could coordinate but not skillfully in walking
7	Parent Involve-ment	Correct Attitude	Not discriminate Not spoil Equal treatment Give encourage-ment and training	Not discriminate Not spoil Equal treatment	Not discriminate Not spoil Relatively equal treatment	Discriminate or spoil Not equal treatment
		Active Assistance	Initiatively finding out students' behavior in school Coordinate teachers Provide guidance after class Study time available	Finding out students' behavior in school Coordinate teachers by providing some guidance after class Study time available	Sometimes finding out students' behavior in school Coordinate teachers Study time available	Seldom contacts teachers Lack of attention for the blind